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ABSTRACT

This set of guides lists indicators for self-actualization, interpersonal effectiveness, and positive self-concept in a format that is easily utilized and nonprescriptive. These indicators are written primarily for school age children to adults, and they cover the areas of socio-emotional growth. In this collection, goals are divided into their component areas or subparts. Each of the component areas has at least one separate page devoted to itemizing possible indicators, or ways that growth in that particular area might be visualized. This format allows users to select goals and component areas based on their own criteria. Approximately 21 different goals and component areas make up this collection. The author also discusses putting the indicators into practice by planning to meet goals in each of four areas: structural, organizational, activity, and responsive. (Author/PC)

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THE MAGIC COLLECTION

by Jeff White

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Positive self-image, interpersonal effectiveness, self-actualization...there's a real magic in these. Sometimes I've found myself stuck, unable to work for the magic because someone said, "There really is no magic. Forget it!" Or maybe it was the suspicious question, "But what does all that really mean?" I knew I was right but I never had the words to say so. I knew that the magic could never survive the boundaries of the narrow definition.

Then I heard the story of the elephant. The elephant has tree trunk legs, fan-like ears, a snake-like nose, a wall-like middle, and a hairy stick of a tail; in addition, he's gray. Well, for sure, that isn't all that the elephant is; he's also got eyes, and a heart that beats, and a certain weight range, etc. But if you find something with many of the aforementioned features, it's likely you've found an elephant.

The Magic Collection works the same. Without defining away the joy, spontaneity and the special essence of what these goals represent, I've tried to lay out some of what it might look like when it happens. Having a clear idea of what something looks like when it happens has helped me. It's helped me to see whether what I was doing was actually accomplishing my desired outcomes. And it's helped me to plan a program which more directly addressed the goals I was interested in. I hope that this collection will help clarify your own vision.

USING THIS COLLECTION

Goals are statements of what we'd like to have happen. Indicators are statements of what it looks and sounds like when it, or a part of it happens. (Objectives, which are not mentioned elsewhere in this paper are specific statements of smaller steps that can be taken toward the goal.) This collection bridges the gap between goals and indicators. Goals are divided into their component areas or subparts. This division is most clearly seen in the Collection Overview (P. 4). Each of the component areas has at least one separate page devoted to itemizing possible indicators, or ways that growth in that particular area might be seen. This format allows users to select goals and component areas based on their own criteria. The indicators, too, are options from among which the user will select those few which are most congruent with meaning he or she ascribes to that goal and component area.

The information presented here is not, however, final or authoritative. Although an extensive ERIC computer search of the literature was conducted, and still more information was culled from the books in the bibliography, my own mind, and minds of friends the only final authority is the user. Only if the indicator expresses precisely the meaning he/she had intended should it be used. It is my hope that this collection will be adapted, restructured, used just for ideas or whatever else is required for the user to arrive at precisely the meaning he/she hopes for.

USING THIS COLLECTION IN PLANNING

Once clarity about goals and indicators has been reached, planning to see those indicators put into practice can begin. I believe that planning to meet goals can take place in each of four areas: Structural, Organizational, Activity, and Responsive.

The Structural area concerns size and location of center, number of rooms, geographical placement, staff to child ratio and other rather basic considerations. For most of us, these are the "givens". However, change and growth in these areas can be implemented

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with an eye toward the goals a program holds.

The Organization area covers schedules, routines, relationship patterns, and, in general, how a center is organized to operate. For some goals kids working in teams is better; for others, kids having separate responsibilities is preferable. For some goals long activity periods are best; for others, several shorter periods seem more reasonable. This is the underlying framework, the format into which the content (or activities) are placed.

The Activity area is almost self-explanatory. It relates to the activities that are planned for the kids. Generally, it represents the area over which we have the greatest conscious control. The idea here is simply to arrange activities that will promote growth toward the goals that have been set. Often this means sequencing them in a way which allows for growth in smaller steps toward the major goal.

The final area is Responsive. It concerns the staff-child relationship, and involves responding to kids in words and actions in a way which will support your stated goal.

WARNING

In using this material, however, there are two things to be cautious about. The first thing to avoid is interpreting indicators too literally. One indicator for self-confidence (see Collection Overview) is a decrease in the number of times staff persons hear the words "I can't". Stuffing the staff's ears with earplugs will decrease the number of times they hear the indicator, but it completely misses the intention of the component area (self-confidence). There is a connection between the indicators and the goals and the component areas. Checking to see that that relationship remains intact should help eliminate many instances of too literally interpreting these indicators.

The second hole to avoid stepping in is trying to do too much too fast. I recommend selecting those goals and indicators of interest to the user, and then prioritizing these. Working on a limited number of goals at a time eliminates a great deal of inter-goals conflict. And those are my only two cautions to using this material: (1) the indicators should not be used "out of context" and, (2) working on too many items at once becomes confusing.

PUTTING IT ALL TOGETHER

Obviously, goals, component areas, and indicators make most sense when used in conjunction with an ongoing change process. The flow chart following depicts the process with which I am most familiar and comfortable. (See following page)

1. First, goals need to be determined. Goals reflect the personal priorities of individuals, centers and programs.

2. Then indicators need to be specified. When the goals are similar to those of the Magic Collection (see Collection Overview), the suggested indicators may make this specification task easier. Once indicators have been specified, their frequency can be observed and recorded as the base rate. *

3. Third, a plan to effect, produce, teach or elicit these goals and indicators needs to be developed. You will recall that in developing such a plan modifications can be made in each of four areas. (See "Using This Collection in Planning".)

4. The plan is implemented.

5. Using the indicators specified in step #2 observe and record again. This rate can be compared with the base rate. The success of the plan can be measured by the rate of the change. *

6. After the data has been analyzed, revisions can be made which reflect the reality of the individual center or child.

*Indicators are particularly important in these sections.

COLLECTION OVERVIEW

1. Accurate and Positive Self-Image

COMPONENTS:

A. SELF-ESTEEM
B. SELF-ACCEPTANCE
C. AWARENESS OF SELF
D. SELF-CONFIDENCE
E. SPONTANAIETY

2. Interpersonal Effectiveness

COMPONENTS:

A. OPEN COMMUNICATION
B. EMPHATIC CAPACITY
C. INTERPERSONAL PROBLEM SOLVING AND NEGOTIATING SKILLS
D. AWARENESS AND RESPECT FOR INDIVIDUAL DIFFERENCES
E. INTIMACY
F. SENSITIVITY TO OTHERS

3. Self Actualization

COMPONENTS:

A. THE DESIRE TO BE "ALL THAT YOU CAN BE"
B. THE DEVELOPMENT OF A MORAL FRAMEWORK
C. CONSCIOUSNESS OF CHOICE
D. ABILITY TO GENERATE ALTERNATIVES
E. PROBLEM SOLVING SKILLS
F. INDEPENDENT LEARNING ABILITY
G. RESPONSIBLE FOR OWN ACTIONS

MAJOR GOAL: ACCURATE AND POSITIVE SELF-IMAGE

COMPONENT AREA: SELF-ESTEEM

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCREASES IN -	CHANGES IN THE CENTER STRUCTURE
Accepting help from teachers or peers without feeling injured or threatened.	
Accepting praise or commendation without giggling or becoming embarrassed.	
Answering direct questions without hesitation.	
Showing appreciation when help is offered or given.	
Voicing few or no negative criticisms of others, unless asked.	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
Praising others without showing feeling of being threatened or inferior.	
Praising others without showing feelings of guilt, envy, or fear.	
Displaying work or creations with pride, and without hesitation.	
Helping others without showing disdain or one-up-manship.	
Helping others without being asked.	
INCIDENCES OF OR ABILITY TO -	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
Initiate activities or take on tasks when the situation requires (spontaneous leadership).	
Initiate conversation or other social-interpersonal relationship or interaction.	
Admit errors.	
Ask help from teachers when needed.	
Ask help from peers when needed.	
"Ask for" praise or approval when need is felt.	
Offer criticism constructively and without offending the receiver.	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS
Ask for feedback or reactions to behavior.	

MAJOR GOAL: ACCURATE AND POSITIVE SELF-IMAGE

COMPONENT AREA: SELF-ACCEPTANCE

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCREASES IN -	CHANGES IN THE CENTER STRUCTURE
Sharing personal experiences with others.	
Sharing here-and-now feelings with others.	
Expressing confidence in his ability to deal with problems, even in the face of failure and setbacks.	
Resisting the efforts of others to dominate him.	
Stating personal needs openly, directly and clearly (e.g. "I need to kick something.").	
DECREASES IN -	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
Spending undue time worrying about what is coming tomorrow, what has happened in the past, or what is taking place in the present.	
INCIDENCES OF OR ABILITY TO -	
See and portray him/herself in words, pictures, etc. as being liked wanted acceptable to others capable worthy	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
Express attitude of equality with others as a person, not superior or inferior, irrespective of the differences in specific abilities, family backgrounds, or attitudes of others toward him.	
Express that he is a person of interest and value to others, at least to those with whom he chooses to associate.	
Accept praise without the pretense of false modesty and compliments without feeling guilty.	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS
Express that others may have more experience and/or skill in a particular area and exhibit an openness to learning from that person.	
Accept the idea and admit to others that he is capable of feeling a wide range of impulses and desires, ranging from being angry to being loving, from being sad to being happy,	

(continued)

MAJOR GOAL: ACCURATE AND POSITIVE SELF-IMAGE

COMPONENT AREA: SELF-ACCEPTANCE (cont.)

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCIDENCES OF OR ABILITY TO -	CHANGES IN THE CENTER STRUCTURE
INCIDENCES OF OR ABILITY TO - from feeling deep resentment to feeling deep acceptance.	
Enjoy himself in a wide variety of activities involving work, play, creative self-expression, companionship, or loafing.	
Show sensitivity to the needs of others, to accepted social customs, and particularly to the idea that he cannot enjoy himself at the expense of others.	
Express his belief in certain values and principles and is willing to defind them even in the face of strong group opinion. Feel personally secure enough, however, to modify them if new experience and evidence suggest he is in error.	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
Act on his own best judgment without feeling excessively guilty or regretting his actions if others disapprove of what he has done.	
Express a feeling of physical adequacy.	
	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: ACCURATE AND POSITIVE SELF-IMAGE

COMPONENT AREA: AWARENESS OF SELF

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCREASES IN -	CHANGES IN THE CENTER STRUCTURE
Congruency between child's answers and other's answers to questions about child's appearance, attitude, behaviors, and personality (e.g. Is child (are you) a 'happy' person?).	
Accurately gauging (guessing) the effect of his/her behavior on others in his/her peer group.	
INCIDENCES OF OR ABILITY TO -	
Draw picture of self (or create other representation) using appropriate eye, hair and skin coloring.	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
Accurately state physical size in relationship to others.	
Name parts of body.	
State the feeling he/she is experiencing.	
State those things he/she can accomplish or influence.	
State those things he/she is not yet capable of.	
	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: ACCURATE AND POSITIVE SELF-IMAGE

COMPONENT AREA: SELF-CONFIDENCE

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCREASES IN -	CHANGES IN THE CENTER STRUCTURE
Starting new projects with enthusiasm.	
Tendency toward self-praise; speaks positively of self.	
Exploring new ideas or activities openly even when not feeling particularly "enthusiastic" about it.	
DECREASES IN -	
Saying "I can't".	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
Looking at or consulting with others before acting.	
INCIDENCES OF OR ABILITY TO -	
Experiment with new behaviors/new goals.	
Describe failure as an integral aspect of the learning process.	
Participate in group discussions.	
Take responsibility for directing a discussion group when requested.	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
Initiate discussion in group situation.	
Initiate interaction with peers.	
Initiate interaction with adults.	
Contribute information to group decisions.	
	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: ACCURATE AND POSITIVE SELF-IMAGE

COMPONENT AREA: SPONTANEITY

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCREASES IN -	CHANGES IN THE CENTER STRUCTURE
Laughing.	
Crying.	
Dancing.	
Singing.	
Responding without checking for other's reactions.	
Smiling.	
Touching other peers with affection.	
Stating his/her own feelings while experiencing them.	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
Participating and/or experiencing type behaviors.	
DECREASES IN -	
Sitting cross legged.	
Cross armed position.	
Observing type behaviors (remaining separate, looking, listening, taking notes, sitting while others play, etc.).	
	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: INTERPERSONAL EFFECTIVENESS

COMPONENT AREA: OPEN COMMUNICATION

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCREASES IN -	CHANGES IN THE CENTER STRUCTURE
Listening to others in an understanding way (without interrupting).	
Discussing feelings with others; uses feeling words. (See attached list of feeling words.)	
Describing/restating/reacting to feelings of others.	
Explaining actions upon request.	
Accepting expressions of affection and warmth from others and offering same to others.	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
Seeking cooperative (open) relationships with peers.	
Physically touching others manifesting care, empathy, or affection.	
Supportive statements and acts.	
Sharing reactions as closely (in time) to the behavior that aroused him/her as possible.	
Making specific confrontive statements rather than general (e.g. "You bumped my cup.", rather than "You never watch where you're going.").	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
Making tentative confrontive statements rather than absolute (e.g. "You seem unconcerned about Jimmy.", rather than "You don't give a damn about Jimmy and never will.").	
Making informing confrontive statements rather than ordering (e.g. "I haven't finished yet.", rather than "Stop interrupting me!").	
INCIDENCES OF OR ABILITY TO -	
Self-disclosure.	
Make behavior descriptions.	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS
Make personal statements.	
Make relationship statements.	
Directly describe his/her feelings.	
Nonverbally express warmth and liking.	

(continued)

MAJOR GOAL: INTERPERSONAL EFFECTIVENESS

COMPONENT AREA: OPEN COMMUNICATION (continued)

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCIDENCES OF OR ABILITY TO -	CHANGES IN THE CENTER STRUCTURE
Give helpful feedback to others. Use perception check of the other's feelings. Acknowledge the other's strengths. Reinforce the other's strengths. Express acceptance of the other person. Demonstrate understanding. Negotiate for meaning. Use evaluative response. Use interpretative response. Use supportive response. Probe for meaning. Confront the other person. Work to build trust. Model his/her vision of ideal behavior. Welcome comments about behavior from others.	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

LIST OF FEELINGS

Abandoned
Adequate
Adamant
Affectionate
Agony
Almighty
Ambivalent

Annoyed
Anxious
Apathetic
Astounded
Awed

Bad
Beautiful
Betrayed
Bitter
Blissful
Bold
Bored
Brave
Burdened

Calm
Capable
Captivated
Challenged
Charmed
Cheated
Cheerful
Childish
Clever
Combative
Competitive
Condemned
Confused
Conspicuous
Contented
Contrite
Cruel
Crushed
Culpable

Deceitful
Defeated
Delighted
Desirous
Despair
Destructive
Determined
Different
Diffident
Diminished
Discontented
Distracted
Distraught

Disturbed
Dominated
Divided
Dubious

Eager
Ecstatic
Electrified
Empty
Enchanted
Energetic
Enervated
Enjoy
Envious
Excited
Evil
Exasperated
Exhausted

Fascinated
Fauning
Fearful
Flustered
Foolish
Frantic
Frustrated
Frightened
Free
Full
Fury

Gay
Glad
Good
Gratified
Greedy
Grief
Groovy
Guilty
Gullable

Happy
Hate
Heavenly
Helpful
Helpless
High
Homesick
Honored
Horrible
Hurt
Hysterical

Ignored
Immortal
Impressed upon

Infatuated
Infuriated
Inspired
Intimidated
Isolated

Jealousy
Joyous
Jumpy

Kicky
Kind
Keen

Laconic
Lazy
Lecherous
Left out
Licenteous
Lonely
Longing
Loving(love)
Low
Lustful

Mad
Maudlin
Mean
Melancholy
Miserable
Mystical

Naughty
Nervous
Nice
Niggardly
Nutty

Obnoxious
Obsessed
Odd
Opposed
Outraged
Overwhelmed

Pain
Panicked
Parsimonious
Peaceful
Persecuted
Petrified
Pity
Pleasant
Pleased
Precarious
Pressured
Prim
Prissy
Proud

Quarrelsome
Queer

Rage
Rapture
Refreshed
Rejected
Relaxed
Relieved
Remorse
Restless
Reverent
Rewarded
Righteous

Sad
Sated
Satisfied
Scared
Screwed up
Servile
Settled
Sexy
Shocked
Silly
Skeptical
Sneaky
Solemn
Sorrowful
Spiteful
Startled
Stingy
Strangled
Stuffed
Stupid
Stunned
Stupefied
Suffering
Sure
Sympathetic

Talkative
Tempted
Tenacious
Tenuous
Tense
Tentative
Terrible
Terrified
Threatened
Tired
Thwarted
Tranced

Troubled

Ugly
Uneasy
Unsettled

Violent
Vehement
Vital/vitality
Vulnerable
Vivacious

Wicked
Wonderful
Weepy
Worry(ied)

Zanie

MAJOR GOAL: INTERPERSONAL EFFECTIVENESS

COMPONENT AREA: EMPATHIC CAPACITY

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCREASES IN -	CHANGES IN THE CENTER STRUCTURE
Maintaining eye contact.	
Listening without interrupting.	
Reflecting in words and gestures feeling of other's statements and actions.	
Giving and receiving affection.	
Giving and receiving praise.	
DECREASES IN -	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
Sarcasm (remarks).	
Name calling.	
Agressive hostility.	
Physical violence.	
"Vicious" competition.	
Allowing another's depression drag him/her into the same.	
INCIDENCES OF OR ABILITY TO -	
Paraphrase other's remarks.	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: INTERPERSONAL EFFECTIVENESS

COMPONENT AREA: INTERPERSONAL PROBLEM SOLVING AND NEGOTIATING SKILLS

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCREASES IN -	CHANGES IN THE CENTER STRUCTURE
Directly stating <u>feelings</u> in relation to problem.	
Directly stating how problem behavior interferes with personal goal attainment.	
Listening empathically. (See supplementary list)	
Working to generate alternate/optional solutions.	
Evaluating options with interest in own and <u>other's</u> needs and goals.	
Willingness to work through problems to agreement.	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
Checking perception of accepted solution.	
DECREASES IN -	
Crying, hitting or other mal-adaptive behavior when frustrated.	
Asking 'teacher' to solve problem.	
Hitting, kicking, physical abuse.	
Shouting, yelling, name calling, verbal abuse.	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
INCIDENCES OF OR ABILITY TO -	
Reach compromise agreements.	
State personal needs and desires openly and directly.	
	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: INTERPERSONAL EFFECTIVENESS

COMPONENT AREA: AWARENESS AND RESPECT FOR INDIVIDUAL DIFFERENCES

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCREASES IN - Stating goals (desires) which other children have that she/he doesn't. Stating goals (desires) which she/he has which others don't share. Exploring differences to better understand them. DECREASES IN - Name calling. INCIDENCES OF OR ABILITY TO - Profess or demonstrate the attitude that while others may have different goals - both their goals and his/her goals are Ok.	CHANGES IN THE CENTER STRUCTURE CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: INTERPERSONAL EFFECTIVENESS

COMPONENT AREA: INTIMACY

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCREASES IN -	CHANGES IN THE CENTER STRUCTURE
Making more feeling statements toward the bottom of this scale:	
Most Distant / *Least Difficult To Discuss*	
Tells you how Jane felt about John, neither person being present.	
Tells you how Jane feels about John, neither person being present.	
Tells you his/her past feelings about Sam, who is not present.	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
Tells you his/her present feelings about Sam, who is not present.	
Tells you his/her past feelings about you.	
Tells you his/her present feelings about you.	
Here and Now / *Most Difficult To Discuss*	
INCIDENCES OF OR ABILITY TO -	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
Kiss.	
Hug.	
Touch.	
Cry.	
Hold hands.	
Sit closer than 18" in open area.	
Maintain eye contact.	
	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: INTERPERSONAL EFFECTIVENESS

COMPONENT AREA: SENSITIVITY TO OTHERS

INDICATORS

STRATEGIES TO EFFECT GOAL

GROWTH IN THIS AREA MIGHT BE SEEN IN: (Pick those you feel apply)	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCREASES IN -	CHANGES IN THE CENTER STRUCTURE
Asking others to contribute their feelings.	
Acceptance and tolerance of similarities and differences.	
Helpfulness and sharing.	
Seeking solutions which benefit all involved.	
Seeking to increase other's self-esteem.	
Mentioning welfare of others when making decisions.	
Offering to share and cooperate.	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
Helping another.	
Praising another.	
DECREASES IN -	
Destruction of peer's property.	
Destruction of public property.	
Making disparaging (put-down) remarks.	
Threatening another.	
Making "a face" at another.	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
Interrupting.	
Taking or damaging property of another.	
INCIDENCES OF OR ABILITY TO -	
Express concern about the well being of others.	
Modify behavior in response to another's discomfort.	
Rephrase/paraphrase both negative and positive feelings directed at him by others.	
Identify an event as internal or external; as a feeling; thought; or behavior.	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS
Discover and say verbally if another's thoughts are pleasant or unpleasant.	
Discover and say verbally if another's behavior is constructive or destructive.	

(continued)

MAJOR GOAL: INTERPERSONAL EFFECTIVENESS

COMPONENT AREA: SENSITIVITY TO OTHERS (continued)

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCIDENCES OF OR ABILITY TO -	CHANGES IN THE CENTER STRUCTURE
Know about and describe similarities and differences in people.	
Choose another.	
Touch and hug another.	
Contribute information to group decisions.	
Initiate positive physical contact.	
Agree (support) with another.	
	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: SELF-ACTUALIZATION

COMPONENT AREA: THE DESIRE TO BE "ALL THAT YOU CAN BE"

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCREASES IN -	CHANGES IN THE CENTER STRUCTURE
Scores on Alschuler's N-Achievement Scale.	
Volunteering for new activities.	
Engaging in self-teaching tasks. -Concentrated attention span -Can say what has been learned	
Vocabulary.	
Making "feeling statements" about an increasingly large number of things.	
Expanding the number of things s/he feels s/he can do competently..	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
Expanding the number of behaviors s/he can do.	
Setting goals higher than s/her can attain rather than lower than s/he can attain.	
Seeking answers to own questions.	
The number of different activities s/he engages in each week.	
Seeking independent work.	
Seeking the "hardest" of things to do.	
INCIDENCES OF OR ABILITY TO -	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
Ask adults to allow him to try new behaviors and new activities.	
Make decisions for growth rather than safety.	
Engage in both group and solitary play.	
Engage in both leading (initiate activities for other children) and following (go along with activities other children plan) behaviors.	
Acquire and continue to acquire knowledge and skills that are personally meaningful.	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS
Express perception of 'mistakes' as positive; integral to learning; not as signs of inadequacy.	
State plans for future growth.	
State immediate past growth or accomplishments.	

MAJOR GOAL: SELF-ACTUALIZATION

COMPONENT AREA: DEVELOPMENT OF A MORAL FRAMEWORK

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCREASES IN -	CHANGES IN THE CENTER STRUCTURE
Progression along Kohlberg's Stages of Moral Development: I. Pre-Moral A. Seeks only to avoid punishment. B. Seeks to satisfy personal needs. II. Conventional Role Conformity C. Seeks approval by pleasing and helping others. D. Seeks to do "duty", respects authority and social order for own sake. III. Self-Accepted Moral Principle E. Seeks to restructure rules and expectations to maximize pleasure for all parties. F. Seeks to base decisions on conscience and mutual respect and trust.	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
DECREASES IN - *	
Apathy - not interested; going whichever way the world "wills".	
Flightiness - interest in many things for fleeting moments.	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
Uncertainty - seeming incapable of making decisions.	
Inconsistency - involvement in mutually inconsistent patterns.	
Driftiness - planless and unenthusiastic drifting from this to that.	
Overconforming - just doing what the "crowd" does.	
Over dissention - always negative/never positive.	
Role playing - posturing - pretending to be something else: bully, clown, etc.	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

*From: Raths, Simon - Values and Teaching

MAJOR GOAL: SELF-ACTUALIZATION

COMPONENT AREA: CONSCIOUSNESS OF CHOICE

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCREASES IN -	CHANGES IN THE CENTER STRUCTURE
Using the phrases "I choose, I would like, I would rather".	
DECREASES IN -	
The use of the phrases "What's to do, Isn't there anything fun", etc.	
Depending on, or asking the teacher for activity ideas.	
INCIDENCES OF OR ABILITY TO -	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
State other possible options.	
State reasons for choosing this option that reflect purposeful behavior. (To keep from being scolded - acceptable/Because the teacher told me - unacceptable)	
Identify personal interest from among a small group of items or activities.	
Identify personal interest from among a large group of items or activities.	
Identify personal interest upon request.	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: SELF-ACTUALIZATION

COMPONENT AREA: ABILITY TO GENERATE ALTERNATIVES

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCREASES IN -	CHANGES IN THE CENTER STRUCTURE
Stating options to individual solution.	
Selecting solutions from an increasingly large number of possible options.	
INCIDENCES OF OR ABILITY TO -	
List five alternate solutions to a problem.	
Utilize "synetics" techniques. *Use "forced metaphor" technique.	
See problems as opportunities for growth and change rather than obstacles to be surmounted or posponed.	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: SELF-ACTUALIZATION

COMPONENT AREA: PROBLEM SOLVING SKILLS

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCREASES IN -	CHANGES IN THE CENTER STRUCTURE
Utilizing the problem solving process: Identifies/defines problem Generates alternative solutions Evaluates alternative solutions Decides on the best acceptable solution Develops a way to implement solution Follows up to evaluate how it worked	
DECREASES IN -	
Asking advice from teacher. "Fighting" behaviors.	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
INCIDENCES OF OR ABILITY TO -	
See descrete steps in the process which s/he can describe. Set priorities when there is more than one problem. State where and/or how to obtain additional information on problem.	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: SELF-ACTUALIZATION

COMPONENT AREA: INDEPENDENT LEARNING ABILITY

INDICATORS

GROWTH IN THIS AREA MIGHT BE SEEN IN:
(Pick those you feel apply)

INCREASES IN -

Initiating in-center activities (board games, art activities, etc.) without asking staff for assistance. (Asking approval is not equated with assistance.)

Actively seeking answers to own questions.
- Finds own information
- Uses reference materials independently
- Implements or develops own ideas
- Engages in the decision making process
- Asks questions about the subject
- Poses problems.

Moving freely to get materials.

INCIDENCES OF OR ABILITY TO -

Utilize the following (as appropriate):
- Interviewing techniques
- Surveying techniques
- Workbooks, programmed texts
- Library resources
- Audio visual material
- Programmed instruction materials
- Manipulative devices
- Relevant individuals

Construct and implement a simple experiment (define problem, concoct solution, test solution, gather results, conclusion).

Stay with great persistence at tasks.

Move freely from one activity to another without disturbing others.

STRATEGIES TO EFFECT GOAL

WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?

CHANGES IN THE CENTER STRUCTURE

CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS

ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN

SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

MAJOR GOAL: SELF-ACTUALIZATION

COMPONENT AREA: RESPONSIBLE FOR OWN ACTIONS

INDICATORS	STRATEGIES TO EFFECT GOAL
GROWTH IN THIS AREA MIGHT BE SEEN IN: *(Pick those you feel apply)*	WHAT WILL I DO TO ENCOURAGE THIS KIND OF GROWTH?
INCREASES IN -	CHANGES IN THE CENTER STRUCTURE
Accepting both praise and criticism of his actions and their outcomes.	
Doing what s/he says s/he'll do (reliability).	
Notifying others of changes in stated plans.	
Carrying through the entire task including planning, doing, and cleaning up.	
Stating the following reasons for behavior: I felt what I did was important. I like to try new experiences. I enjoyed doing it. I gave love or affection. I used skill or know-how. I was free to decide how I did it. I influenced the behavior of others. I learned something new. I like to meet a challenge. I was creative.	CHANGES IN THE ORGANIZATION OF THE DAYS, WEEKS, AND MONTHS
DECREASES IN -	
Blaming others.	
Stating the following reasons for behavior: They told me to do it. You're supposed to do that. It doesn't matter what I do. There was nothing else to do. Well, "Johnny" did it. Everybody does it.	ACTIVITIES OR SERIES OF ACTIVITIES I WILL PLAN
INCIDENCES OF OR ABILITY TO -	
Perceive problems and initiate solutions.	
Resist the direction of others.	
State the effects of personal action on others - both positive and negative.	SOME SPECIAL WAYS I WILL RESPOND TO SITUATIONS

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